

VISIT...

LANZAROTE
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Tutor Teaching Tips

Repeated Reading • F-5

MATERIALS

Reading
Passage:
Part 1 (2 copies)

Timing device;
Graph

Reading
Passage:
Part 2 (2 copies)

Game cards;
Game board;
Markers

Introducing the Passage



5 minutes

Read part 1 of the passage *Josh Gets Glasses* to provide a model of fluent reading. Read with expression at a normal reading pace, taking about one minute to read the passage.

Give the child a copy of the passage and have him/her read it with you. If he/she has difficulty, slow the pace or read small chunks (one or two sentences), and then have the child read each chunk with you until you have read the entire passage. Read the entire passage with the child one or two more times.

Building Fluency



5–10 minutes

Have the child read the passage out loud while you time him/her for one minute. As the child reads, place a check mark on your copy of the passage over each word that he/she misreads. If the child pauses for three seconds, tell him/her the word and mark it as an error. Do not correct errors during the reading. After one minute, tell the child to stop. Circle the last word the child read. Help the child plot the number of words read on the graph. The goal is 50 words per minute at at least 90% accuracy.

Discuss errors once the child has completed the reading. Discuss word-attack strategies such as sounding out parts of words, looking for smaller words or recognizable chunks within larger words, and thinking about how the meaning of the word relates to other parts of the text.

Do not exceed more than four independent readings of a passage in a single session. If the child seems to have too much difficulty, drop to a lower level during the next tutoring session.

Checking for Understanding



5 minutes

Ask the child to retell the passage. Look for detail in his/her retelling. Give the child time to respond independently. If needed, prompt with the following sample questions:

Why doesn't Josh want glasses? (He thinks he'll look silly.)

Who else wears glasses? (basketball players, police officers)

What do glasses help the police officer do? (see better to keep us safe)

If time permits, repeat the steps above using part 2 of the passage, *Josh Gets Glasses*.

Optional Activity



5–10 minutes

PLAYING A WORD GAME: Shuffle the game cards and stack them face down on the table. Have the child draw a card. If the child reads the word correctly, he/she moves a marker along the game board the number of spaces indicated on the card. If the child is incorrect, he/she cannot move. Have the child place the card at the bottom of the stack, and it is your turn to draw a card. Repeat the game as time permits.

Part 1

The eye doctor said I need glasses. 7

I told her, "No way. 12

I will look silly." 16

She went on to tell me more. 23

She said, "Lots of people wear glasses. 30

They don't look silly." 34

"Some basketball players wear glasses. 39

Glasses help them see better to score a basket. 48

Glasses help them see better to catch the ball." 57

"Some police officers wear glasses. 62

Glasses help them see better to keep us safe." 71



Part 2

"Some airplane pilots wear glasses. 5

Glasses help them see better to fly safely." 13

"Some cowboys wear glasses. 17

Glasses help them see better to round up cattle." 26

"Even some of your friends wear glasses. 33

Glasses help them see better to read and write 42

and do math." 45

Lots of people wear glasses. 50

Glasses help them see better. 55

They don't look silly. 59

They look just like me! 64

I think I'm going to like my new glasses. 73

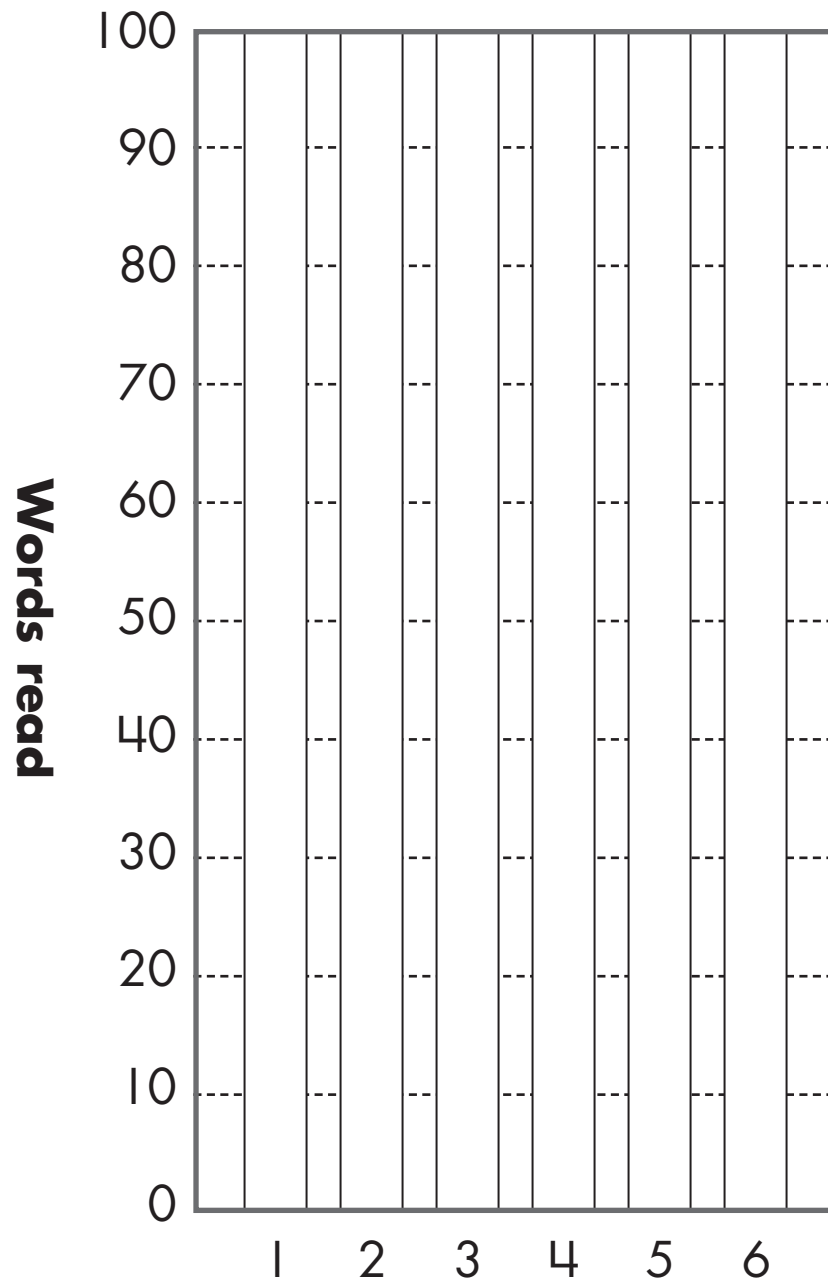


Fluency

Repeated Reading Bar Graph

Lesson F-5

Name _____ Date _____



Number
of errors: _____
1 2 3 4 5 6

them

3

said

2

went

2

I

1

us

2

they

4

see

3

a

2

going

4

and

1

do

1

to

2

of

2

your

3

me

3

like

4

Fluency

Game Board

Lesson F-5

